

The Effect of Hot Potatoes Program Teaching Vocabulary of SMP Buq'atun Mubarakah Makassar

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ABSTRACT

The objective of the research were (1) to find out whether or not the use of hot potatoes can effect in learning vocabulary, and (2) to find out the students perception towards the use of hot potatoes in learn vocabulary.

The researcher applied mixed method namely quantitative-qualitative. The population were 107 students of junior high school, SMP Buq'atun Mubarakah in Makassar. The sample was VIII A2 and VIII A3 which consist of 70 students. This research used two kind of instruments they were test and interview.

The result of the qualitative data through interview showed that (1) the use of hot potatoes improve the students achievements. It was identified by seeing the result of vocabulary test in which the mean score of post test was higher than the mean score of pre test. The vocabulary test result if class VIII A2 , mean score of pre test 68.63>55.88 of class VIII A3. Based on the result of data analysis, the researcher concluded that: the application of hot potatoes program was effective to stimulate the students' engagement; using hot potatoes improved the students' vocabulary test achievement and the students had good perception towards the used of hot potatoes program in teaching vocabulary.

Keyword: Media, Application, Vocabbulary, Motivation, perception

ABSTRAK

Tujuan dari penelitian ini adalah (1) untuk mengetahui apakah penggunaan Hot Potatoes bias memberikan efek terhadap pembelajaran kosakata, dan (2) untuk mengetahui persepsi siswa terhadap penggunaan Hot Potatoes terhadap pembelajaran kosakata.

Peneliti menerapkan metode campuran namanya kuantitatif-kualitatif. Populasi sebanyak 107 siswa SMP Buq'atun Mubarakah Makassar. Sampel dari penelitian ini adalah kelas VIII A2 dan VIII A3 dimana secara keseluruhan berjumlah 70 siswa. Penelitian ini menggunakan dua bentuk instrumen diantaranya adalah tes dan wawancara.

Hasil dari data kualitatif melalui wawancara menunjukkan bahwa (1) penggunaan Hot Potatos meningkatkan pemerolehan siswa terhadap kosakata. Itu telah diidentifikasi dengan melihat hasil tes dimana mean score dari pos tes lebih tinggi daripada mean score pre test. Mean score pre tes 68.63 > 55.88 dari kelas VIII A3. Berdasarkan dari hasil data analisis, peneliti menyimpulkan bahwa: efek dari aplikasi Hot Potatos efektif untuk mengembangkan motivasi; menggunakan Hot Potatos mengembangkan pemerolehan kosakata siswa dan siswa telah memberikan persepsi yang baik terhadap penggunaan Hot Potatos terhadap pembelajaran kosakata.

Keyword: *Media, Aplikasi, Kosakata, Motivasi, Persepsi.*

INTRODUCTION

Vocabulary get equal attention to other language component and skill in the latest issue of teaching of English based on the regulation of the minister of education (no.22 of 2006) which is called standar isi (the standard of component). It is state that vocabulary is taught as one of the language component to support the four language skills.

Vocabulary also plays important role in all language teaching. Learners must continue to learn word as they need the vocabulary very much to master the four skill in English language. It cannot be avoided that learners, who are beginner in learning English, of course need help to build up their vocabulary. Sometime, cannot say anything in English because they lack of vocabulary, even though they have a good interest in studying, there is no point in adding the vocabulary of the learners merely teaching just any word that it is in a word list but it should be those that learners likely need and use.

In parallel with the need for vocabulary, the important of the language teaching also increases. In language teaching, the condition such as learners as feature, teacher qualities, school's facilities, the utilization of technological material in language teaching, etc. hold great importance. Smaldino et al. (2011).

There many ways that can be used in teaching vocabulary in the classroom, like utilizing ICT to make English lesson interesting. However, in reality there are still many teacher monotonous in teaching vocabulary. Based on the researcher observation at SMP Buq'atun Mubarakah Makassar, the English teacher always teaches vocabulary by asking the students to memorize ten until twenty words in the beginning of learner process. It is a really boring strategy based on the students and they are easy to forget the words

In connection with the previous explanation, the teacher can apply one of the ICT feature in improving students' vocabulary that is using Hot Potatoes program. Hot Potatoes program is a software suite containing six applications that are well suited for use in educational setting. It is enable the researcher or

teacher to create interactive web-based teaching exercise which can be delivered to many internet connected computer equipped with a browser.

As the researcher experiences in school especially in Junior high school doing English exercises are not an interesting activity, it is a hard activity instead. They always got unsatisfied score. Now in the latest curriculum, each subject has criteria kelulusan minimal (KKM) score. KKM score for English is 75.0. The student must reach the score so they don't need to get remedial or repetition. It is not easy for students actually.

Hot Potatoes program can help and encourage students to do some exercises about vocabulary at it can help the students to reach English KKM. Hot Potatoes program is a new application in the classroom, the activities in this application will challenge students to improve their vocabulary mastery. .

Based on the ideas in previous paragraph, it is possible to learn English vocabulary as well as enjoy learning English through Hot Potatoes. Therefore, the researcher is interest in conducting a research with entitle: The Application of Hot Potatoes program teaching Vocabulary of SMP Buq'atun Mubarakah Makassar.

REVIEW OF LITERATURE

There are some literature related to Hot Potatoes and vocabulary, those are: Lukman (2012) in his research was conducted at SMP PGRI Sungguminasa that the effect of electronic games can improve the students' vocabulary achievement and the students have high interest toward teaching vocabulary process.

Mayber Quintana (2010) conducted a research on the use of Hot Potatoes to improve paragraph writing found that Hot Potatoes sample could provide students with activities to learn and reinforce the rhetorical structure but learner evidence little improvement.

Nur Aeni (2012) conducted a research on the use of circle games to develop the student's vocabulary mastery and found that by using circle games significantly develop the students' vocabulary mastery as well as the students were interested in learning English vocabulary through circle games.

Sri Yulianti (2012) also in her thesis conclude that the use of electronic dictionary is more effective than paper dictionary in developing students' vocabulary at SMP Negeri Sungguminasa and the students have high interest to learn English vocabulary by using electronic dictionary.

METHOD

This research employed mixed method research design to find out and describe about hot potatoes in teaching vocabulary.

The participants of this research were eight grade students of SMP Buq'atun Mubarakah Makassar in academic year 2018 which consist of three classes, Class VIIIA1 consist of 35 students, Class VIII A2 consist of 36 students, and Class VIII A3 consist of 36 total population is 107 students. To get the data, the researcher used two kinds of instrument namely test and

interview. Vocabulary test consist of pretest and post-test while interview section delivery after giving the students treatment by using hot potatoes for four meeting each class.

FINDINGS AND DISCUSSION

The findings of the result tend to reveal (1) The effect of hot potatoes on the students' vocabulary achievement of SMP Buq'atunMubarakah Makassar. (2)The use of hot potatoes stimulate students' engagement in learning vocabulary (3) The students' perceive of the effect of hot potatoes on students' motivation to learn English vocabulary.

1. The Effect of Hot Potatoes on The Students Vocabulary Achievement of Smp Buq'atun Mubarakah Makassar

Students' score of test were classified into five classifications namely very good, good, average, poor, and very poor.

a. The students' vocabulary test achievement of pre test and post test in classVIII A2

Table 4.1 frequency and rate percentage of the students' vocabulary achievement of pre test and post test in Class VIII A2

Classification	score	Pre test		post test	
		Frequency	percentage	Frequency	percentage
Very good	81-100	0	0,00%	1	2,86%
Good	61-80	0	0,00%	9	25,71%
Fair	41-60	16	45,71%	22	62,86%
Poor	21-40	3	8,57%	3	8,57%
Very poor	0-20	0	0,00%	0	0,00%
TOTAL		35	100	35	100

b. The students' vocabulary test achievement of pre test and post test in class VIII A3

Table 4.2 frequency and rate percentage of the students' vocabualalry achievement of pre test and post test in Class VIII A3

Classification	score	Pre test		post test	
		Frequency	Percentage	frequency	percentage
Very good	81-100	0	0,00%	3	8,57%
Good	61-80	1	2,86%	15	42,86%
Fair	41-60	17	48,57%	15	42,86%

Poor	21-40	15	42,86%	2	5,71%
Very poor	0-20	2	5,71%	0	0,00%
TOTAL		35	100	35	100

c. The comparison between the students' scores of pre test and post test

Pre-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Vocabulary score	Control Class	35	53.23	7.566	1.279
	Experimental Class	35	54.83	8.631	1.459

Post-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Students' Vocabulary score	Control Class	35	66.09	8.995	1.520
	Experimental Class	35	71.20	9.830	1.662

d. Test of significance testing

Pretest Independent Samples Test

		Students' Vocabulary score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.344	
	Sig.	.560	
	T	-.825	-.825
	Df	68	66.853
t-test for Equality of Means	Sig. (2-tailed)	.412	.412
	Mean Difference	-1.600	-1.600
	Std. Error Difference	1.940	1.940
	95% Confidence Interval of the Difference	Lower -5.471	-5.473
		Upper 2.271	2.273

Post-Test Independent Samples Test

		Students' Vocabulary score	
		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.045	
	Sig.	.832	
	T	-2.271	-2.271
	Df	68	67.470
t-test for Equality of Means	Sig. (2-tailed)	.026	.026
	Mean Difference	-5.114	-5.114
	Std. Error Difference	2.252	2.252

95% Confidence Interval of the Difference	Lower Upper	-9.609 -.620	-9.609 -.619
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2. The Students' Perception of The Effect of Hot Potatoes on The Students' motivation to Learn English Vocabulary

Extract 3.b

- T : apa pendapatmu tentang hot potatoes.?*
: (What is your opinion about hot potatoes?)
- SS : pendapat saya tentang hot potatoes dia me na an aplikasi itu menarik karena tidak membuat seorang murid bosan dalam belajar dan dapat membuka wawasan murid dan membuka vocabulary mereka*
: (My opinion about hot potatoes. Its me na an that applications is interested because not make a student bored in study and can make students open minded and open their vocabulary)

Based on the extract above, the student was engaged behaviorally and emotionally in learning vocabulary through hot potatoes program. He felt interested, pleasure and comfortable in teaching and learning process because this application. The interviewee also uttered his opinion that by using this can open his minded and also enrich their vocabulary. So here the researcher concluded that the use of hot potatoes can motivated the student in teaching and learning process and also can enrich the vocabulary. (student two)

Extract 3.c1

- T : oke apa yang membuat kamu tertarik terhadap hot potatoes?*
: (Okey what make you interested with hot potatoes?)
- SS : karena hot potatoes tdk membuat saya bosan dalam dalam belajar dan dapat membuat membuat vocabulary menjadi jadi banyak*
: (Because hot potatoes not make me bored in in study and can make more vocabulary)

The extract above shows that the teacher asked the student the reason why and what make you interested. The question is need reason not need yes no. And the student gave the reason, the student claimed that not make bored and can improve our vocabulary. So the researcher take the point here is not make the student bored and can enhance vocabulary of the student. (student 3)

- T : apa yang membuatmu tidak bosan?*
: (What make you not bored?)
- SS : karena didalamnya terdapat banyak vocabulary yang dapat mem menambah wawasan saya dan bisa membuat saya pergi keluar negeri*
: (Because inside of hot potatoes containt many vocabularies that mem added my concept and can make me go to abroad)

The extract above also shows that the researcher asked the reason of the student. What made you not bored. So the student gave statement that because in hot potatoes contained many vocabularies that can add. And here also the

student gave statement that with mastery of vocabulary we can go abroad, so it's amazing, the student had a big dream, ambition to catch their future, although the question and the answer of the student was not relevance with the question. The researcher see the point here that in the hot potatoes the student had provided many vocabulary that easy to remember and famous in daily activity. (student 3)

Extract 3 d

- T : apa pendapatmu kalau kita bandingkan dengan aplikasi lain?*
: (What is your opinion if we compare with other application?)
- SS : kalau aplikasi lain, ada juga aplikasi yang dapat merusak mu mm anuh seorang siswa seperti pelajar seperti kita tapi kalau hot potatoes baik untuk kita coba karena kita dapat membuka wawasan kita lebih lanjut lagi lebih jauh lagi*
: (If other application. There is application that can damage you mm anuh a student such as student like us but if hot potatoes good for us to try because we can open our concept to be more continue, to be more farther)

The extract above asked the student perceived this method with others. The student stated that the application of hot potatoes can open our mind. The student also answer beside the point because may be the student missunderstand with the question. So the student stated that there is application is not good for us. In this point the researcher concluded that hot potatoes can open our mind.(student 3)

Extract 3.d

- T : apa pendapatmu kalau guru tidak menggunakan media dalam mengajar?*
: (What is your opinion if the teacher does not use media in teaching?)
- SS : bisa bisa murid bosan dan tidak dapat menarik menyerap semua pelajaran yang diberikan guru karena murid telah bosan biasa dia tidur dan biasa dia kabur dari kelas*
: (Student can be bored and cannot be interested receive all the lesson that given by teacher because student was bored, usually sleep and usually he is go out in the class)

The extract above shows that the teacher asked the student perception if the teacher does not use media in teaching. The student stated that student was bored, not initerested, cannot catch all the lesson not only english but over all, the student sleep and playtruant. So from the statement above the researcher concluded media is important, with media all the student will focus on the lesson, not easy to sleepy. So media is one of the needed in learning process.(student

DISCUSSION

This section deal with the interpretation of the finding based on the result of data gained from observation and interview and statistical analysis.

It is presented in three parts: (1) the use of hot potatoes program stimulate students' achievement in learning vocabulary; (2) The students' perception towards the use of hot potatoes in learning vocabulary.

1. The Effect of Hot Potatoes on the Students' vocabulary Achievement of SMP Buq'atun Mubarakah Makassar

There was significant improvement of the students' score after giving a treatment. It was proved by the result of mean score of students' pre test and post test. The mean score of post test was higher than pre test (**66.60 > 53.23**) of class VIII A2 and (**71.20 > 54.83**) of class VIII A3. The post test mean score of two classes were higher the mean score of pre test

By looking of vocabulary pre test, the researcher identified that most students have difficult in constructing their vocabulary.

Based on the students' result obtained and stated in finding above, the researcher used test of significance in inferential statistic though SPSS program to test the hypothesis. On statistic test result in table 4.it showed that the value of t table was higher than t- test or t-test was higher than t-table (**0.026 > 0.05**). it mean H0 is rejected and H1 is accepted. Therefore, the statistical data proved that hot potatoes program, stimulates the students' achievement in learning vocabulary.

2. The Students' Perception of the effect of Hot potatoes on students' motivation to learn English vocabulary

The students' perception towards the use of hot potatoes program in learning vocabulary was identified through interview. The interviewee perceived that hot potatoes program, encourage and engage them in learning vocabulary. The students felt enjoyable due to this ,method provide fun learning. Therefore they acquired English without pressured and anxiety. Even a students though this method develop his critical thinking in learning.

According to Gardner (2006:241) report that “ the student with higher level of motivation will do better than with lower leve” he farther add that “ if one is motivated, she he has reason (motives) for engaging in the relevant activities, expend effort, persist inn the activities, attends to the task, shows desire to achieve the goal, enjoy the activity.

It That kind of circumstance was happening in the classroom interaction and teaching learning process by using hot potatoes program. It is relevant with the students' perception. All representative interviewees conveyed their good opinion and preference to this program.

Extract 2.B

- T* : *yang kedua apa pendapatmu tentang hp.?*
(The second what is your opinion about hot potatoes?)
- SS* : *ya pendapat saya yaitu e saya tdk bosan karna banyak aplikasi yang banyak aplikasi*
(Yes my opinios is e i'm not bored because there are many applications, yah many applications)
- T* : *seperti*

- SS (Like what?)
:seperti seperti seperti kuis silang menyilang membuat pilihan ganda sehingga agak tertarik untuk meng agak tertarik untuk mencoba
(Such as such as such as crossword quiz, make multiple choices so rather interested to meng rather interested to try)

One of the applications in hot potatoes made the students interest in teaching and learning process. It was seen by the statement of students said that "I am not bored". The students also expressed his/her opinion by mentioning the application in hot potatoes, like crossword quiz, multiple choices. That application gave the challenge for students to improve his/her knowledge in teaching and learning process, especially learning vocabulary.

So the researcher concluded that hot potatoes made the students motivated, interested and felt happy in learning vocabulary. Therefore they acquired English without pressured and anxiety. Even a student though this application develop his critical thinking in learning

Extract 2.C

- T : *apa yang membuat anda tertarik se e terhadap hot potatoes?*
(What make you interested se e with hot potatoes?)
 SS : *ya a yang itumi td ustadz e yang baru baru saya bilng tadi karena banyak aplikasi sehingga sy tertarik semangat dan tidak cepat bosan.*
(Yes a that is i have said to you ustadz that recently i said because many application so that i'm interested, spirit and not easy to bored)

The students' interest and motivation are increase during the teaching and learning process by using hot potatoes. They were spirit in the classroom and it reduces their boredom. When the researcher teaching without media almost the students sleepy, not focus on the lesson.

The researcher concluded that media give a big effect to the students by emotional, behavioral and emotional, this indicated that by statement of the student " **interested, spirit and bored**" the words Emotional (interested) Behavioral bored) Cognitive (spirit) interested. Based on the bluemfield book that talk the variable or criteria of the engagement. So the researcher give statement that students was engaged in learning process.

Extract 3.B

- T : *apa pendapatmu tentang hot potatoes.?*
(What is your opinion about hot potatoes?)
 SS : *pendapat saya tentang hot potatoes dia me na an aplikasi itu menarik karena tidak membuat seorang murid bosan dalam belajar dan dapat membuka wawasan murid dan membuka vocabulary mereka*
(My opinion about hot potatoes.Its me na an that applications is interested because not make a student bored in study and can make students open minded and open their vocabulary)

Hot potatoes application improved the students' interest in the classroom in learning vocabulary. The students can be open minded. They did not only focus on just memorizing vocabulary, but also now they know how the benefit of hot potatoes is for themselves.

The researcher concluded that by using hot potatoes indirectly the students automatically memorize the vocabulary without memorize directly. This is indicated that learning by doing, by practising the hot potatoes the students directly memorize the vocabulary that given.

Extract 3.C

T :oke apa yang membuat kamu tertarik terhadap hot potatoes?
(Okey what make you interested with hot potatoes?)

SS : karena hot potatoes tdk membuat saya bosan dalam dalam belajar dan dapat membuat membuat vocabulary menjadi jadi banyak
(Because hot potatoes not make me bored in in study and can make more vocabulary)

During the application of hot potatoes in learning vocabulary, the student realized that they have more vocabulary now than before. Not only, their vocabulary was increased, but also they were not bored in the classroom. Here the student give perception about hot potatoes that " **enrich my vocabulary**" as the researcher want is want to the students encrease the vocabulary from the low score to the high score. So here there is one of the student give perception that improve our vocabulay.

So the researcher concluded that hot potatoes one of the application that suitable and available in education specially in teaching.

Extract 3.C

T : apa yang membuatmu tidak bosan?
(What make you not bored?)

SS :karena didalamnya terdapat banyak vocabulary yang dapat mem menambah wawasan saya dan bisa membuat saya pergi keluar negeri
(Because inside of hot potatoees containt many vocabularies that mem added my concept and can make me go to abroad)

One of the students ambition is going abroad. By the application of this hot potato, the students could get more vocabulary. This vocabulary could make the students better in speaking, in order it will bring his/her to abroad.

The researcher concluded that the students had high ambition in learning vocabulary although one of the interviewee miss perception about hot potatoes. The student said that " **make me go abroad**" from the statement of the student the researcher has seen the high motivation of the student in improving their English by saying I want to go abroad.

Extract 3.D

T : apa pendapatmu kalau kita bandingkan dengan aplikasi lain?
(What is your opinion if we compare with other application?)

SS ; kalau aplikasi lain, ada juga aplikasi yang dapat merusak mu mm anuh seorang siswa seperti pelajar seperti kita tapi kalau hot

potatoes baik untuk kita coba karena kita dapat membuka wawasan kita lebih lanjut lagi lebih jauh lagi

(If other application. There is application that can damage you mm anuh a student such as student like us but if hot potatoes good for us to try because we can open our concept to be more continue, to be more farther)

This extract the researcher asked the student if compare with other application. The student said that hot potatoes was good if compare with other application. Here also the students still miss perception with this application. The students said “*the other application can damage*”

The students compared between hot potatoes and the other applications. Hot potatoes gave positive impact to the students, while other application gave the negative effect. The application could be open minded to face something.

The researcher concluded that the comparison of hot potatoes to other application can be analyzed directly through interview result. Most of interviewees perceived this method was better than other. The students were easier to gain good progress in improving vocabulary through this application. The students' preference to this method due to it was not conducted monotonously. The application was varied in every meeting

Extract 5.B

T : oke yang kedua: apa pendapatmu tentang hot potatoes?

(Okey the second: what is your opinion about hot potatoes?)

SS : pendapat saya adalah program ini membuat saya jdi semangat belajar dan disiplin, serta aplikasi yang terdapat di aplikasi hot potatoes adalah silang menyilang teka teki dan lain lain

(My opinion is this program make me become spirit to study and discipline, and al so this application contain are crossword, fuzzle and so on)

The students got enthusiastic in teaching and learning process. The other positive of this application is making the students became discipline in learning vocabulary. One of the applications in hot potatoes is crossword. Crossword could challenge the students in teaching and learning process. Here the student give one statement make me “**discipline**” here the word of the discipline indicated that student enjoy the learning proccess when the teacher use the media, the students focus on the lesson. The word discipline give a positive effect to the teacher and student.

The researcher Concluded that the learners focused on their lesson and carried out the learning processes actively. All the learners got involved not only high capability and good capability level but also low capability students.

Extract 5.D

T :oke, nomor tiga yah. Apa yang membuat kamu tertarik tentang hot potatoes?

(Okey number three yah. What make you interested with hot potatoes?)

SS : yang membuat saya tertarik adalah saya tidak bosan dan semangat belajar

(That make me interested is i'm not bored and spirit to study)

Here the researcher asked the students by using how and why question. So the things that make the students interested in the classroom is the use of hot potatoes. He didn't feel bored, but spirit in learning. As we know teacher, lecture and students if use media will be more interactive than didn't use media, it is not secret again but it is very familiar who use media in presentation or in teaching process will be take the students attention and focus on the material. So here the important of media was need in many situation. The student stated that **"make me interested and spirit to study"** here the engagement of the student not only in cognitive but also psychomotoric. The researcher had observed in the classroom almost 80—90 % very enjoy, spirit, interest, enthusiasm, focus on with this media if the researcher considere with control class who use the conventional ways in teaching, almost the students sleepy, sleep make other thing, not focus on, less interested, do not enjoyed, talk with their friends and the spirit was down. So here the media was bring a big positive affect to the students to back up their motivation in learn many thing not only English but also all the subject.

From the extract above, the researcher concluded that it is relevant with the students' perception. All representative interviewees conveyed their good opinion and preference to this method. The students' involvement is fostering their activeness and achievement in learning. This learning circumstance provide meaningful learning to the learners. They learn what they experience and experience what they memorized. The output of this method have higher interest in learning English than before as it is can be seen in the result of the test

CONCLUSION

1. Use hot potatoes program significantly improved the students' vocabulary achievement. It was proved by comparing the result of vocabulary test. Post test was higher than pre test in which mean that this method was effective to stimulate the students' achievement and increase their vocabulary.
2. Students have good perception of using hot potatoes program in learning vocabulary. They were motivated and engaged in learning speaking by using this program

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